

# Policy on Academic Integrity

Villa Maria College  
2024-2025



VILLA  
MARIA

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# Academic Integrity

“Dans les termes d’une éthique scolaire”, l’honnêteté scolaire est “l’interdiction de toutes actions malhonnêtes pour réussir afin que les mérites académiques de chaque étudiant soient reconnus” (Jeffrey 61).

*"In terms of educational ethics", academic integrity refers to "the prohibition of any dishonest act to succeed, ensuring that the academic merits of each student are recognized" (Jeffrey 61).*



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# Mission and Vision

“Promoting the fundamental values of academic integrity [honesty, trust, respect, courage, and responsibility] in education requires balancing high standards of integrity with the educational mission, as well as compassion and concern” (International Center of Academic Integrity 1).

At Villa Maria, we strive to help our students learn, research, and create with integrity. Our goal is to give them with the skills to critically analyze texts and media in order to validate their own understanding and knowledge while maintaining academic integrity.

Using preventive measures in keeping with the fundamental values of academic integrity, our students will understand the importance of intellectual property and the rights of authors and creators by learning to quote authors and assign credit when it is due. In addition, they will learn to use content-generating software (using AI technology) as educational tools to support rather than replace their own intellectual endeavours, developing 21<sup>st</sup> century skills while promoting authenticity and creativity.



## Learning Outcomes for our Students:

We want our students to:

- have the confidence to create, while respecting authors' rights
- respect intellectual property
- be open and dare to make mistakes without relying on other sources or artificial intelligence
- become ethical consumers of knowledge and information
- be responsible and agile creators.

# Six Fundamental Values of Academic Integrity

According to the International Center of Academic Integrity (ICAI), in an organization that “seeks to promote integrity in academic communities worldwide” (11), there are six fundamental values that allow an institution to “nurture a culture of integrity” (11): honesty, trust, fairness, responsibility, courage, and respect.



# Preventive Measures

## Measures Preventing Academic Dishonesty

In order to educate our students and inform them of their rights and responsibilities, Villa Maria will use positive and pragmatic preventive measures to help them avoid academic dishonesty. According to the ICAI, academic environments should “[d]evelop and publicize clear, fair, academic integrity policies, procedures, and statements that can be effectively understood, are procedurally sound and consistently implemented.” (12). To ensure a strong grasp of academic integrity that promotes the ethical use of literature, technology, and knowledge, the following outlines some concrete applications of the academic integrity policy within our educational institution:

- Use of a measured response to dishonesty based on the level from Secondary 1 to 5 (see Infractions and Measures) with a description of misconduct and consequences
- Use of a 5-year Digital Literacy Program
- Use of a Student Code of Conduct
- Use of a Local Policy on Evaluation
- Use of a Charter of Devices and Internet Use
- Instruction on good habits, annotation skills, quotes, paraphrasing texts, etc.
- Modeling by teachers (use and demonstration of conventional quoting methods in various forms of writing and production)
- Active supervision during individual classroom assessments.



# Purpose and Link to Local Policy on Evaluation

## Purpose of this Document

In principle, with the application of this policy, Villa Maria commits to the education of academic integrity as a mechanism for fostering its six fundamental values. In the case of academic misconduct, the school team as a whole will consider all acts of plagiarism, collusion, and cheating, as defined in the following pages, and respond accordingly, applying the measures and consequences detailed in this document.

This document is in conjunction with other school policies such as the **Charter of Device and Internet Use** and the **Local Policy on Evaluation of Learning**.

## 1. Charter of Use

The **Charter of Use**, appearing in the **Student Code of Conduct**, provides a list of appropriate uses of devices (iPads and cell phones) and Internet on the Villa Maria site. The Charter of Use associates academic integrity to students' core values: **Respect, Participation and Responsibility**.

## 2. Local Policy on Evaluation of Learning

When considering assessment, Hughes & McCabe argue that "academic integrity would be enhanced if students were provided with tasks requiring real effort" and "academic misconduct is associated with an assessment system that prioritizes grades and credentialism over student learning" (4). For this reason, the **Local Policy on Evaluation of Learning** has adjusted the number of expected evaluations to be carried out during a learning period (depending on the number of competencies assessed per term and periods per cycle) with an emphasis on providing complex tasks (ex: projects) over tests. In addition, when a teacher identifies academic misconduct during an assessment or while evaluating it, the **Policy of Academic Integrity** and its sanctions will apply (particularly in cases when grades are to be considered).

# Charter of Devices and Internet Use

## iPad and Internet Use

In an effort to equip students with 21st-century skills in a progressive manner, the school's **Charter of Use** regarding information technologies (including mobile devices and Internet access) will outline behaviour expected of students. To help enforce this behaviour while allowing students to gradually become more responsible and autonomous, the IT and Pedagogical Development departments created **5-Year Regulated iPad Use and Digital Literacy plans**.

The **5-Year Regulated iPad Use Plan** will provide parameters within which students can learn to manage their devices and their use over the course of their time at Villa Maria. Along with the **5-Year Digital Literacy Plan**, students will learn how information technology, digital citizenship and digital rights (such as fair use) are inextricably linked.

By using the preventive measures outlined earlier in this document, students will understand how **plagiarism, collusion, and cheating** can result from a misuse of their mobile devices and the Internet.





# Academic Dishonesty

Villa Maria recognizes three forms of academic dishonesty: **plagiarism, collusion and cheating**. It is imperative that all students and the entire school team to be able to identify each one, act accordingly, and apply appropriate measures. The following defines each act of academic misconduct while the following pages provide further details and examples.

## Definitions

### 1. Plagiarism

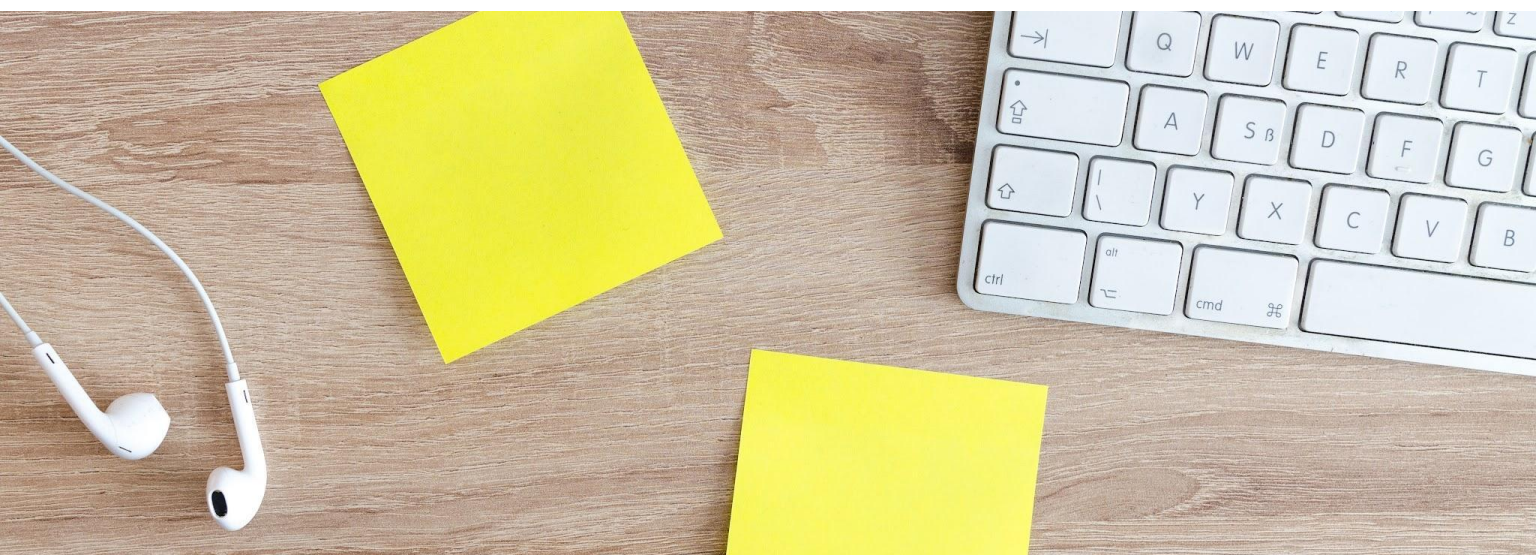
Copying or reproducing work that was conceived, created, and/or written by someone else, including any AI-generated content (whenever the student was not the original author/creator of the text/product submitted).

### 1. Collusion

A collaboration involving two or more students or a complicit agreement according to which the act of reproducing or co-creating work is carried out in a dishonest way.

### 1. Cheating

Using unauthorized sources or devices during a test or exam that requires students to demonstrate their own understanding or skills.



# 1. Plagiarism

<p><b>In Literature</b></p>	<ul style="list-style-type: none"> <li>● <b>Direct Plagiarism:</b> Copying and pasting entire passages and texts without crediting the author/original source.</li> <li>● <b>Mosaic Plagiarism:</b> Patchwriting - when students use phrases from a source without using quotation marks (i.e. weaving another's words into their own without proper credit).</li> <li>● <b>Inaccurate Quotes:</b> When students at higher levels attempt to quote an author or source, but do so incorrectly (or partially). To be refined and perfected at the Secondary 5 level, to prepare students for stricter standards in post-secondary academia.</li> <li>● <b>Self-Plagiarism:</b> If a student re-uses work from another course or from a previous academic year.</li> <li>● <b>Fabrication or Falsification:</b> Manipulating information, data, research or words by changing or omitting them and passing them off as truth (anything that is misrepresented or differs from the manner in which it was originally recorded). This can happen with paraphrasing, when a student does not properly grasp a concept.</li> <li>● <b>Paraphrasing:</b> Acceptable when the idea that is summarized or worded differently is credited to the original source or when students are expected to demonstrate understanding of a passage in their own words, for a formative assessment. To change the words but not the content of an idea and fail to attribute it to the author while presenting it as an original idea (especially in a summative assessment) is considered plagiarism.</li> </ul>
<p><b>On a Device</b></p>	<ul style="list-style-type: none"> <li>● When a student copies and pastes audiovisual images and texts into a photo or text-editing software to repurpose it without crediting the creator.</li> <li>● When a student uses AI plagiarism changers to circumvent plagiarism-detection systems.</li> </ul>
<p><b>With Artificial Intelligence (OpenAI and Content Generators)</b></p>	<ul style="list-style-type: none"> <li>● While it is not considered copying, using AI is considered plagiarism.</li> <li>● Even if a student prompts a platform that uses ChatGPT, for example, the words it generates are not theirs.</li> <li>● Work that is generated by AI is not necessarily original nor is it produced from scratch, resulting in a small but significant possibility that the work is copied from another author.</li> <li>● If an OpenAI software is prompted to design something, the image, audio or presentation it creates must be credited.</li> </ul>

## 2. Collusion

<b>In Literature</b>	<ul style="list-style-type: none"><li>● When a student asks another to produce work (with the other being complicit).</li><li>● Two students who work together to cheat on a test also fit into this category.</li><li>● When two students submit the same work.</li></ul>
<b>On a Device</b>	<ul style="list-style-type: none"><li>● When a student takes a photo of a test or exam and distributes it to other students.</li></ul>
<b>With Artificial Intelligence (OpenAI, Content Generators, and ChatGPT)</b>	<ul style="list-style-type: none"><li>● When students take a pre-existing work (whether it is theirs or another person's) and feed it into a content generator for rewording (so that it sounds like the work of a high school student, for example), and upload it onto a platform that could potentially use it to generate more.</li><li>● Using AI to repurpose the intellectual property of an author/creator without consent or giving credit could possibly constitute copyright infringement.</li></ul>

### 3. Cheating

<b>In Literature</b>	<ul style="list-style-type: none"><li>● When students use notes, the Internet, and/or another person's answers when responding to questions during a test or exam confirming their knowledge and skills.</li><li>● When students use unauthorized sources during a test or exam or a formative writing assignment.</li></ul>
<b>On a Device</b>	<ul style="list-style-type: none"><li>● Using unauthorized hardware and devices (calculators, phones, etc.)</li><li>● When students turn off their BlueTooth or turn on their Virtual Private Network (VPN) to circumvent Mobile Device Management software in order to acquire answers or generate texts undetected.</li></ul>
<b>With Artificial Intelligence (OpenAI, Content Generators, and ChatGPT)</b>	<ul style="list-style-type: none"><li>● When students ask ChatGPT or an AI content generator to formulate an answer or solve a math problem.</li><li>● When students ask ChatGPT or an AI content generator to explain a concept or provide an answer during a formal test or exam requiring them to demonstrate the knowledge and skills they have acquired.</li></ul>

# Rights and Responsibilities

In order for the institution's vision and mission to be carried out, all members of the Villa Maria community must cultivate a culture of academic integrity. The following pages provide a detailed description of the rights and responsibilities related to each of these roles:

- Students
- Teachers
- Administrators
- Parents
- Non-teaching personnel
  - School officials and monitors
  - Resource Teachers
  - Special Ed. Technicians
  - Guidance Counsellors

All members should recognize their role in educating themselves and those under their responsibility on the measures and mechanisms preventing academic dishonesty and promote academic integrity for the benefit of students and their future. All members are also responsible for reporting any incident of academic dishonesty for support from the Educational Services Department or help from tutoring centres (Succès scolaire), writing labs, learning consolidation workshops, counselling services, accessibility and resource services, etc.



# Rights and Responsibilities

## Students

- Understand and comply with the policy
  - Understand the concepts and definitions with the help and guidance of the school team
  - Progressively develop and practice skills and knowledge from Secondary 1 to 5
    - Included in the Digital Literacy Program
  - Know the consequences of misconduct
    - A progression of consequences based on the infraction and the level will be regularly imposed by teachers and reinforced by management.
- Complete all coursework in an original and self-generated way, unless otherwise instructed
  - Students must understand that, while some mistakes may be tolerated for the benefit of their learning and development, they are expected to assume greater responsibility and be more accountable at every new milestone.
- Properly credit and reference all sources
  - Learn crediting and quoting styles as of Secondary 3
  - Understand users' rights
  - Understand Creative Commons and the contexts in which they must be used
  - Learn how to use AI responsibly and ethically and credit all AI sources
- Report any instances of misconduct witnessed

# Rights and Responsibilities

## Teachers

- Understand and enforce the policy
  - Teach the concepts and definitions
    - Apply the 5-Year Digital Literacy Plan
  - Know the consequences of misconduct
    - Include a uniform procedure in each course outline
- Develop a range of tolerability
  - Student misconduct will be scaled according to grade
- Define when AI is recommended in the learning process
  - Encourage the use of the updated Bloom's Digital Taxonomy
  - Encourage AI in lower-order thinking skills (ex: memory, retrieval, note-taking, mind-mapping, applying/analyzing)
  - Strictly oversee AI in higher-order thinking skills (ex: creation)
- Teach and model academic integrity
  - In the creation of pedagogical material, use Creative Commons and practice lesson planning with AI in order to remain abreast of AI features and functions
  - Teach good prompts
  - Teach Rights and Responsibilities of Digital Users
  - Make students aware of biases, ethics, and information laws
  - Teach critical thinking and research skills
- Use tools to check students' work for plagiarism
  - Original reports on Google
  - Other plagiarism-detection systems
  - Use preventive measures (i.e. teach proper AI use) and create highly complex problems/projects
- Report any instances of misconduct encountered

# Rights and Responsibilities

## Administration

- Understand and enforce the policy
  - Understand the definitions
    - Be up to date on information policies on intellectual property
    - Have a strong grasp of AI and its pedagogical/learning potential/implications
  - Know the consequences of misconduct
    - Enforce a scale of infractions and measures that teachers impose on students
    - Support teachers and students alike in administering consequences at each grade level
- Provide training and resources on academic integrity
  - Create pedagogical materials for students' use
    - Progressive modules for each grade level
    - Included in Digital Literacy Program
  - Develop skills and knowledge on differentiated learning
  - Include teacher education in the Digital Literacy Program
  - Provide training to teachers
    - How-to videos on Artificial Intelligence
      - How to use AI in pedagogical material, tests and exams
      - How to use AI for creating an equitable space for students
      - How to adapt and/or modify AI to students (change language or register, sentence starters, step sequencing, etc.)
- Handle reports of misconduct appropriately
  - Support teachers
- Update Policy on Academic Integrity as needed
  - Use all experiences and examples as precedents for future updates



# Rights and Responsibilities

## Non-teaching personnel

- Understand and enforce the policy
  - Know and understand the definitions
  - Know and understand the infractions and measures
- Provide active supervision during individual classroom assessments
- Report any instances of misconduct encountered to the teacher
- Create and promote support services that foster students' success (ex.: tutoring centres, writing labs, academic counselling services, accessibility and resource services, etc.)

## Parents

- Understand and enforce the policy
  - Know and understand the definitions
  - Know and understand the infractions and measures
- Encourage progress over perfection
- Foster an attitude that is comfortable with failure and improvement
- Discuss intellectual property at home
- Communicate with teachers if uncertain about authorized sources of information
- Collaborate and cooperate with teachers in the case of academic dishonesty

# Infractions and Sanctions by Grade Level

## Secondary 1

### Infractions (Academic Dishonesty)

### Sanctions

#### Plagiarism

- Usage Rights
- Self-Plagiarism
- AI-Generated Content
- Falsification
- Mosaic Plagiarism
- Direct Plagiarism

#### Level 1

**Use of copyrighted media, self-plagiarism, A-Generated Content, and Falsification** will be tolerated once before moving to Level 2 and beyond.

#### Level 2

**Mosaic and Direct plagiarism** immediately fall under Level 2 at the first offense and move to Level 3 at subsequent and repeat offenses.

#### Level 3

**For a Secondary 1 student** to warrant a Level 3 sanction, a Level 1 offense would have to be repeated 3 times or a Level 2 offense twice.

#### Collusion

- Complicity
- Dishonest scheming, conspiracy involving two or more students
- Unauthorized distribution of assessment material

#### Level 1

**Complicit behaviour** refers to instances when a student fails to report an incident, is indirectly involved, or is connected by participation, and will only be tolerated once before moving to Level 2 and beyond.

#### Level 2

**Dishonest scheming and conspiracy** refers to the production of work or passing a test or exam without merit. It immediately falls under Level 2 at the first offense and moves to Level 3 at subsequent and repeat offenses.

#### Level 3

**Unauthorized distribution** of assessment material immediately falls under Level 3 at the first offense and further measures may be taken.

#### Cheating

- AI-Generated Answer
- Copying
- Unauthorized sources or devices used during a test or exam

#### Level 1

The use of **AI content generators** to solve problems or produce an answer to a question will be tolerated once before moving to Level 2 and beyond.

#### Level 2

**Copying another student's work** during a test or exam without the student's knowledge immediately falls under Level 2 at the first offense and moves to Level 3 at subsequent and repeat offenses.

#### Level 3

**Unauthorized use of sources or devices during** a test or exam immediately falls under level 3 at the first offense and further measures may be taken.

# Infractions and Sanctions by Grade Level

## Secondary 2-3

Infractions (Academic Dishonesty)	Sanctions
<p><b>Plagiarism</b></p> <ul style="list-style-type: none"> <li>Inaccurate Quotes</li> <li>Usage Rights</li> <li>Self-Plagiarism</li> <li>Paraphrasing</li> <li>AI-Generated Content</li> <li>Falsification</li> <li>Mosaic Plagiarism</li> <li>Direct Plagiarism</li> </ul>	<p><b>Level 1</b> Inaccurate quotes, use of copyrighted material, self-plagiarism, and paraphrasing will be tolerated once before moving to Level 2 and beyond.</p> <p><b>Level 2</b> AI-Generated Content and Falsification immediately fall under Level 2 at the first offense and move to Level 3 at subsequent and repeat offenses.</p> <p><b>Level 3</b> Mosaic and Direct plagiarism immediately fall under Level 3 at the first offense. In the case of the other infractions, to warrant a Level 3 sanction, students would have needed to repeat a Level 1 offense three times or a Level 2 offense twice.</p>
<p><b>Collusion</b></p> <ul style="list-style-type: none"> <li>Complicity</li> <li>Dishonest scheming, conspiracy involving two or more students</li> <li>Unauthorized distribution of assessment material</li> </ul>	<p><b>Level 1</b> Complicit behaviour refers to instances when a student fails to report an incident, is indirectly involved, or is connected by participation, and will only be tolerated once before moving to Level 2 and beyond.</p> <p><b>Level 2</b> Dishonest scheming and conspiracy refer to the production of work or passing an evaluation without merit, and immediately fall under Level 2 at the first offense and moves to Level 3 at subsequent and repeat offenses.</p> <p><b>Level 3</b> Unauthorized distribution of assessment material immediately falls under Level 3 and further measures may be taken.</p>
<p><b>Cheating</b></p> <ul style="list-style-type: none"> <li>AI-Generated Answer</li> <li>Copying</li> <li>Unauthorized sources or devices used during a test or exam</li> </ul>	<p><b>Level 1</b> All acts of cheating are considered beyond tolerable in Secondary 2 and 3 (with the strict use of preventive measures) and therefore move immediately to Level 2.</p> <p><b>Level 2</b> AI-Generated answers and solutions and copying another student's work for an assessment or during a test or exam without the student's knowledge immediately fall under Level 2 at the first offense and move to Level 3 at subsequent and repeat offenses.</p> <p><b>Level 3</b> Unauthorized use of sources or devices during a test or exam immediately falls under Level 3 at the first offense and further measures may be taken.</p>

# Infractions and Sanctions by Grade Level

## Secondary 4-5

Infractions (Academic Dishonesty)	Sanctions
<p><b>Plagiarism</b></p> <ul style="list-style-type: none"> <li>• <b>Inaccurate Quotes</b></li> <li>• <b>Usage Rights</b></li> <li>• <b>Self-Plagiarism</b></li> <li>• <b>Paraphrasing</b></li> <li>• <b>Direct Plagiarism</b></li> <li>• <b>Mosaic Plagiarism</b></li> <li>• <b>Falsification</b></li> <li>• <b>AI-Generated Content</b></li> </ul>	<p><b>Level 1</b>  <b>Inaccurate quotes</b> and the <b>use of copyrighted media</b> will be tolerated once before moving to Level 2 and beyond.</p> <p><b>Level 2</b>  <b>Self-plagiarism and paraphrasing</b> immediately fall under Level 2 at the first offense and move to Level 3 at subsequent and repeat offenses.</p> <p><b>Level 3</b>  <b>Direct Plagiarism, Mosaic Plagiarism, Falsification and AI-Generated Content</b> immediately fall under Level 3 at the first offense and further measures may be taken.</p>
<p><b>Collusion</b></p> <ul style="list-style-type: none"> <li>• <b>Complicity</b></li> <li>• <b>Dishonest scheming, conspiracy involving two or more students</b></li> <li>• <b>Unauthorized distribution of assessment material</b></li> </ul>	<p><b>Level 1</b>  All acts of collusion are considered beyond tolerable in Secondary 4 and 5 (with the rigorous use of preventive measures) and therefore move immediately to Level 2.</p> <p><b>Level 2</b>  <b>Complicity and Dishonest scheming and conspiracy</b> refer to the production of work or passing a test or exam without merit, and immediately fall under Level 2 at the first offense and move to Level 3 at subsequent and repeat offenses.</p> <p><b>Level 3</b>  <b>Unauthorized distribution</b> of assessment material immediately falls under Level 3 at the first offense and further measures may be taken.</p>
<p><b>Cheating</b></p> <ul style="list-style-type: none"> <li>• <b>AI-Generated Answer</b></li> <li>• <b>Copying</b></li> <li>• <b>Unauthorized sources or devices used during a test or exam</b></li> </ul>	<p><b>Level 1</b>  All acts of cheating are considered beyond tolerable in Secondary 4 and 5 (with the strict use of preventive measures) and therefore move immediately to Level 3.</p> <p><b>Level 2</b>  All acts of cheating are considered beyond remediation in Secondary 4 and 5 (with the strict use of preventive measures) and therefore move immediately to Level 3.</p> <p><b>Level 3</b>  <b>AI-Generated solutions and answers, copying and unauthorized use of sources or devices during</b> a test or exam immediately fall under Level 3 at the first offense and further measures may be taken.</p>

# Levels 1, 2, and 3 Sanctions

After determining that a student has plagiarized, colluded or cheated on a test or exam, Villa Maria and its teachers conclude that a range of academic and behavioural interventions are to be employed. Any or all possible consequences can be deemed necessary depending on the teacher or school team's analysis of the situation. Consequences will be levelled (1, 2, 3) and infractions and sanctions will be defined according to:

- grade level (Secondary 1, 2 & 3, and 4 & 5)
- number/frequency of infractions
- special circumstances
- the teacher's professional judgement

Level	Possible Consequences
<p><b>Level 1</b>  <i>At this level, teachers can use their professional judgement without having to consult and can impose consequences on the student without intervention from other members of the school team.</i></p>	<ul style="list-style-type: none"> <li>• One-on-one discussion with the teacher, with the teacher providing support and remediation</li> <li>• Resubmission of the work or part of the work (with a maximum grade of 80% on the entire assignment or the section thereof involved in the infraction)</li> <li>• Additional work (reflection, homework, etc.)</li> <li>• Loss of classroom rights or privileges</li> </ul>
<p><b>Level 2</b>  <i>At this level, teachers can use their professional judgement, with consultation if needed, and can impose consequences without intervention from other members of the school team.</i></p>	<ul style="list-style-type: none"> <li>• One-on-one discussion with the teacher, with the teacher providing support and remediation</li> <li>• Communication with the parent (cc Assistant Director and Special Education Technician)</li> <li>• Resubmission of the work or part of the work (with a maximum grade of 60% on the entire assignment or the plagiarized section)</li> <li>• Additional work (reflection, homework, etc.)</li> <li>• Loss of classroom rights or privileges</li> </ul>
<p><b>Level 3</b>  <i>At this level, teachers must involve a member of the administration for investigation and/or to determine any particular circumstances since a school team will determine the student's academic and behavioural consequences.</i></p>	<ul style="list-style-type: none"> <li>• Student meeting with the teacher and administrator</li> <li>• Administration will contact the parents</li> <li>• In the event of an exam or major test that accounts for 30% or more of a student's overall grade, the administration will conduct an investigation and inform the parents of possible risks to academic standing.</li> <li>• Based on the nature or severity of the infraction, as well as the context (i.e. in class or during a Ministry of Education exam), alternate measures or retakes may be authorized, allowing the student to demonstrate what was learned at another point in time or in another assessment situation.</li> <li>• Loss of major school rights and privileges</li> </ul>

# Updating the Policy on Academic Integrity

According to the International Center of Academic Integrity, regularly reviewing academic integrity policies ensures that they are consistent, equitable and transparent (12). With new and evolving technologies come means of misconduct that make it harder to detect infractions and dissuade students from producing original content. Villa Maria will therefore continue to address these changes, adjust its methods, and ultimately determine whether the current **Policy on Academic integrity** continues to effectively meet its stated purpose and desired outcomes (i.e. our mission and vision). In addition, we wish to remain at the cutting edge of technological advancements, training our staff and students to pivot and adapt when and where necessary.

With this in mind, Villa Maria will review its Policy on Academic Integrity on a yearly basis.

## Recommendations by the ICAI (2021) (11-12)

- Develop and publicize a clear and fair Policy on Academic Integrity
- Provide procedures (infractions and sanctions) and definitions that are easily understood, manageable, cohesive, consistently implemented, and enforced.
- Regularly assess the perception of integrity at Villa Maria.
- Support those who comply with the policies and uphold academic integrity and learning standards.
- Re-evaluate pedagogy school-wide to reduce the need or opportunity for academic dishonesty.
- Create and promote support services that foster students' success such as tutoring centres (Succès Scolaire), on-demand writing, learning consolidation workshops, academic counselling services, accessibility and resource services, etc.

# References

- International Center for Academic Integrity. *Fundamental Values of Academic Integrity*. 3rd ed., 2021, [www.academicintegrity.org/the-fundamental-values-of-academic-integrity](http://www.academicintegrity.org/the-fundamental-values-of-academic-integrity).
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